

STUDENT REASONS FOR POOR ATTENDANCE AND DROPOUT
AT THE NEIGHBORHOOD CENTER PRE-CLERICAL
CLASSES, DES MOINES, IOWA

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by
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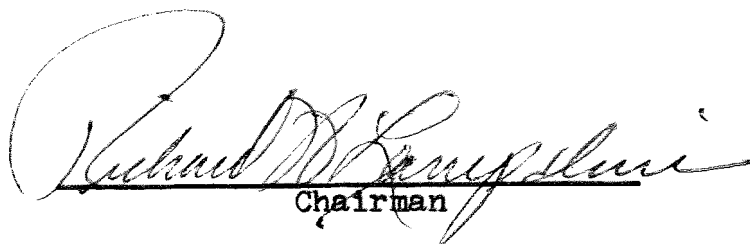
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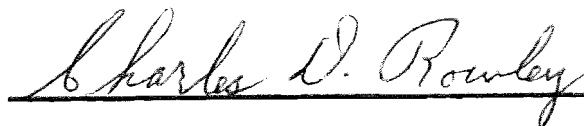
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Approved by Committee:


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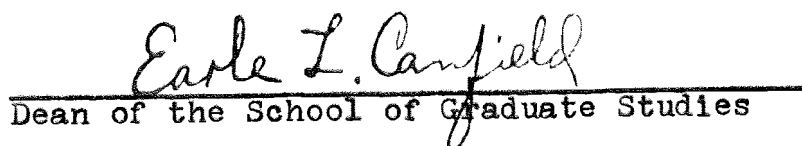

Dean of the School of Graduate Studies

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CHAPTER I

INTRODUCTION

Since the summer of 1967, Des Moines Area Community College has conducted both day-time and night-time pre-clerical classes in neighborhood opportunity centers to enable students without saleable skills or knowledges to achieve a saleable skill. Approximately two months after classes were in session, attendance became irregular and the dropout rate high. This pattern of attendance and dropout was the same in many Des Moines centers and continued to exist. It had been apparent that if the program was to be continued, it would be necessary to determine the immediate problems and to make necessary corrections.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine the reasons students dropped out before completion of the pre-clerical course and to discover any program weaknesses that might exist.

Importance of the study. Government, educators, and taxpayers all have a stake in the success of the program. Persons responsible for the program had decided it worthy of their money, skills, knowledges, and time to initiate a pro-

gram to bring back into the mainstream of society the people who are uneducated, unemployed, and lack the opportunity to achieve.

Novak and Weiant reported that: "Students not finding what they want--leave, resulting in poor school community relations, waste of public money and facilities, and frequently in decline of services to, and morale of the survivors."¹

An important aspect of American life is that all people have the opportunity to achieve, and the pre-clerical program is one way in which this can be made possible.

If the program is to survive and succeed, a study must be made to determine causes for dropout and, if possible, corrections or solutions made.

II. BACKGROUND OF PRE-CLERICAL PROGRAM

Neighborhood opportunity centers. The neighborhood opportunity centers were organized and funded by Greater Opportunities, Incorporated of Polk County.

In Des Moines the centers were as follows:

1. Capitol View Opportunity Center, 517 South West
Sixth Street

¹ Benjamin J. Novak and Gwendolyn E. Weiant, "Why Do Evening School Students Drop Out?," Adult Education, XIII (Autumn, 1960), 35.

2. Chesterfield Opportunity Center, 2744 Maury Street
3. Delaware Opportunity Center, 2666 North East Broadway
4. Forest Hills Opportunity Center, 1625 Eighth Street
5. Logan Opportunity Center, 1934 Easton Boulevard
6. Oakridge Opportunity Center, 1006 Center
7. Walnut Hill Opportunity Center, 1127 Thirteenth Street
8. West Des Moines Opportunity Center, 735 Railroad, West Des Moines
9. Woodland Opportunity Center, 2715 High

In order to better understand the functions and purposes of a neighborhood center, the following is from a pamphlet by the Delaware Community Center, Incorporated.

The Office of Economic Opportunity considers the concept of a multipurpose neighborhood center very instrumental in the war on poverty. Such centers are responsive to the residents of the area no matter what territory it serves. The centers make available information about new and existing programs for the disadvantaged. However, centers must do more than just have information available. People must want to go to the center because it is a comfortable, familiar and friendly place to be.¹

¹Board of Directors, Neighborhood Center Staff, "Community Action, The Neighborhood Center" (Des Moines: Delaware Community Center, 1969), 1-3. (Mimeographed.)

One purpose of the centers is to involve the residents themselves in the solutions of common problems. A pamphlet by the Delaware Community Center, Incorporated emphasized that the most important function of the center is to provide the people of a neighborhood with a structure and a program design to enable them to act. The people need to be helped to utilize community resources at large, and also to develop their competence to work in their own behalf to solve their problems. Often, people in the neighborhood are unaware others face the same problems. The Delaware Community Center uses a three-stage program; outreach, referral, and follow-up.¹

Outreach: To inform the people about existing agencies and programs, the center must establish communications with the neighborhood. As the name implies, this technique involves reaching out to the neighborhood residents with information about programs and encouraging their use.

Referral: In many cases, it may be necessary to refer people that need help to other public or private agencies for such services as welfare, medical help, legal advice, etc.

Follow-up: This is just as important as the outreach and referral work. Each case should be followed up by retaining contact with both the neighborhood person and the agency to which he has been referred. Careful records are kept on referrals. These records are helpful in evaluating the performance of the center and of other agencies to which clients are referred.²

¹Ibid.

²Ibid., p. 2.

A primary function of the centers is to help people help themselves. Providing a location for the pre-clerical classes is typical of the activities of the local neighborhood centers. Certainly there is no better way for people to help themselves than to further their education in a way best suited to the individual.

Pre-clerical classes. The Des Moines Area Community College had conducted both day-time and night-time pre-clerical classes at the centers. The day-time classes were structured around specific courses in typing, English, general business, spelling, filing, business mathematics, and shorthand. Instruction was offered five days a week, from 9:00 a.m. until 4:00 p.m., Monday through Friday. Students received instruction in the above courses according to student interest and wants. Individualized instruction was given.

The night-time classes were conducted in the same manner; but instruction was offered only two evenings a week, from 7:00 p.m. until 9:00 p.m. Classes were held on Monday and Wednesday evenings or Tuesday and Thursday evenings. This depended upon individual centers.

The purpose of the instruction was to prepare students for clerical employment and provide capable students scholarship opportunities to attend Des Moines Area Commu-

nity College.

All instruction and materials at the centers were free to students.

Center locations. Centers were rented buildings located within the areas of high unemployment, low educational levels, and low economic levels. Centers were operated by the people for whom they were serving but under the supervision of Greater Opportunities, Incorporated of Polk County.

The purposes of the centers were to improve and make available opportunities for cultural, social, educational, and economic improvements for the culturally deprived.

Within each center, a room had been made available for the pre-clerical classes. The Des Moines Area Community College provided the necessary equipment and materials. It also provided the instructors for the courses.

Requirements to enroll. The Office of Economic Opportunity guidelines required that students be eighteen years of age and not attending a high school. Individual student income for the year could not exceed \$3,000. If married, total family income could not exceed \$3,000. Otherwise, students would not qualify for free instruction and free materials and would have to pay a nominal fee of ten cents per session.

What had been done to correct irregular attendance and high drop-out. No systematic study of why students had dropped out was completed until this report. High dropout was a fact, and it appeared that the program would be discontinued. The Des Moines Area Community College still wanted to serve the needs of those students.

Des Moines Area Community College and the directors of the opportunity centers decided to discontinue the day-time classes but to continue offering the night-time classes at two centers. Forest Hills and Logan were chosen. These two centers were the most centrally located in regard to needs. By reducing the number of centers and limiting enrollment, only the interested students would enroll and continue in sufficient number, thereby justifying the program.

At the time of this study, the classes were conducted for an eleven-week period, twice a week, and only one subject was taught at each session. At that time, only typing was being taught. There was an understanding that other subjects would be offered, if ten or more students indicated a desire and good attendance was maintained.

The students who attended 70 per cent or more of class sessions would be awarded a certificate of attendance from the Des Moines Area Community College.

At the time of this study, the aforementioned session

was under way and its results, as yet undetermined.

III. DEFINITIONS OF TERMS USED

Situational factors. Situational factors are interpreted as conditions or influences, unrelated to personal characteristics, which cause irregular attendance and drop-out. Some of these influences are caused by the instructional program. Other influences are caused by neither the instructional program nor by personal characteristics.¹ Situational factors will be broken down into non-institutional and institutional factors.

Non-institutional factors. Factors described as "non-institutional" will be interpreted as meaning those influences unrelated to personal characteristics or the instructional program. Such factors include the distance a student would have to travel to attend class and means of transportation.² The non-institutional concept will be broadened to include such personal situations as: loss of babysitter, illness, moving, and the obtaining of evening employment.

Institutional factors. Throughout the report of this

¹Coolie Verner and G. S. Davis, Jr., "Complications and Dropouts: A Review of Research," Adult Education, XIV (Spring, 1964), 167.

²Ibid.

investigation, the term "institutional factors" shall be interpreted as meaning those factors pertaining to, or characteristic of the institution involved; which, in this case, is the pre-clerical program. These factors include administrative decisions as to when classes would be conducted, time of day, length of class periods, length of instructional period, frequency of meetings, pre-registration counseling, class size, and tuition charges.

Subject matter offerings could have an effect on attendance and dropout. Therefore, an institutional factor could include the type of course offerings or manner in which particular subjects are taught.

The preparation and selection of adult instructors could have an effect on dropout and attendance. This could be an important factor, but one that is hard to evaluate.¹

Additional comments. This study was concerned primarily with the program under study and the inherent reasons or causes for irregular attendance and dropout, regardless of personal characteristics. The study will attempt to locate the immediate causes for dropout, in an attempt to facilitate corrective measures, appropriate to the students' needs. A comparison of previous studies and their findings should show whether the reasons stated in this report are

¹Ibid., pp. 167-171.

similar or unique in nature.

In preparation for this study, a review was made of comparable studies. Their findings are reported in Chapter II which follows.

CHAPTER II

REVIEW OF THE LITERATURE

Studies have been done in regard to adult dropout and attendance patterns based upon personal characteristics and situational factors. Personal characteristics include age of participant, educational achievements, economic level, marital status, and other similar characteristics. However, institutional and non-institutional factors concern the writing of this investigation. Institutional factors involve the instructional situation, and the non-institutional factors involve such factors as distance to class and means of transportation.

This study will determine the institutional and non-institutional factors which may be causes for the dropout and irregular attendance in the program under study. A review of previous studies indicates similarities or factors unique to this endeavor.

It should be kept in mind that this educational endeavor does not contain a cross section of the American adult public but is unique in that the students are from the lower economic level. The purpose of class instruction was to prepare students for gainful employment.

I. LITERATURE ON INSTITUTIONAL FACTORS AFFECTING DROPOUT AND IRREGULAR ATTENDANCE

In the spring of 1955, the Research Committee of the Adult Education Association set out to make a study of dropouts in adult education. The committee reported that they were able to find only a small amount of material regarding one of the largest problems confronting adult education. Following is an extract from their report:

In conducting a review of the literature regarding dropouts, an attempt was made to locate material by consulting the Education Index and the Reader's Guide for the last 10 years as well as NEA Research Bulletins. Indices and bibliographies published in Review of Educational Research, Journal of Adult Education, Adult Education Bulletin, Adult Education, Adult Leadership, and School and Society were also consulted. There was no subject heading "dropouts in adult education." Articles listed under other headings such as "education of adults" or "adult education" which indicated the possibility of a discussion of the topic were checked. The Research Committee found only a small amount of material on the subject.¹

The same problem was confronted in research for this study. Several articles had been written showing that married women drop out at a certain percentage rate as opposed to unmarried women. Other personal characteristics have also been compared. Few articles had been published giving reasons for dropping out. What was found follows.

¹Ralph B. Spence and Louise H. Evans, "Dropouts in Adult Education," Adult Education, VI (Summer, 1956), 222.

Novak and Weiant conducted a survey of 129 students who enrolled in Gregg shorthand classes for the Frankford Adult Evening School year, 1959-60. The classes were supported by the Philadelphia public school system. Their study indicated that ninety-nine dropped out and only thirty persisted with attendance. Twenty-nine of the dropouts never came to class. Questionnaires were submitted to the thirty remaining students and seventy questionnaires were mailed to the dropouts who started attending. Thirty-six of the seventy dropouts replied. Eighty-three per cent of the students continuing instruction indicated satisfaction with the course, two were not satisfied, and three did not respond to the question. From the responses submitted by the thirty-six dropouts, 61 per cent were satisfied with the course, twelve were not, and three did not respond to the question.

The students continuing the Gregg shorthand classes were dissatisfied when classes were doubled up in February, due to poor attendance. They did not like the enrolling of new students at mid-year. The failure to accomplish as much as had been expected was a reason cited for dissatisfaction.

Two dropouts indicated lack of individual attention. Two thought the instruction pace was too slow, and three thought it was too fast. Five dropouts did not like the

combining of the September class with the February class.¹

Dickinson and Verner reported that:

General interest courses maintain attendance better than do academic or vocational courses and those of ten sessions or less have a greater holding power than longer courses. Since general interest courses are usually also the shorter courses, these two factors are mutually supportive. Since content and length are controlled by the institution, it is probable that the attendance pattern could be altered by modifying the structure and content of night classes.²

Dickinson and Verner also reported that travel time to class was not a significant reason for dropping out.³

A study conducted by Love, at the Evening and Extension Division of the City College School of Business in New York City, reported twelve major reasons for adult dropouts. Those relating to institutional factors included the wrong selection of school or subject matter, a lack of orientation--inattention to personal needs, heavy work load, inattention to problems of dropouts, ineffective teaching, and a meaningless curriculum.⁴

¹ Benjamin J. Novak and Gwendolyn E. Weiant, "Why Do Evening School Students Drop Out?," Adult Education, XIII (Autumn, 1960), 35-41.

² Gary Dickinson and Coolie Verner, "Attendance Patterns and Dropouts in Adult Night School Classes," Journal of Adult Education, XIX (Autumn, 1967), 32.

³ Ibid.

⁴ Robert A. Love, "A Call for Action," School and Society, LXX (October, 1949), 228.

In 1964, Verner¹ published the findings of thirty previous studies concerning attendance patterns and dropouts. These studies are few in nature when considering that the studies were completed over the years from 1928 until 1964. Many of the studies were unpublished.

Verner divided his findings of institutional factors into two categories--administrative and instructional. He selected studies relating to certain aspects and reported the findings as showing "some relationship" or "no relationship" to dropout. His findings are as follows:

Administrative

Time of day. Three studies were conducted concerning the effect of time of day. One study tested the statistical significance of their data. Of the three studies reviewed, one study showed some relationship between time of day and two showed no relationship. The study which tested its data, did show a relationship between time of day and dropout.

Season of year. Five studies concerned the season of the year. None of the data was tested. All five indicated some relationship between the season of the year, and drop-

¹Coolie Verner and G. S. Davis, Jr., "Complications and Dropouts: A Review of Research," Adult Education, XIV (Spring, 1964), 174-175.

out, with none reporting no relationship.

Day of week. Two studies were reported concerning the day of the week. Both tested the statistical significance of their data; and both showed some relationship between the day of the week and dropping out.

Frequency of meeting. Three studies were conducted as to the frequency of meeting. Two were statistically tested. Both indicated some relationship between dropout and frequency of meeting. The third study reported no relationship.

Length of course. Four studies reported concerned the length of course. One was statistically tested. Two studies showed some relationship and two studies showed no relationship. However, the one that was tested indicated some relationship between the length of course and dropout.

Length of session. One study was reported concerning the length of session. The study was tested and indicated no relationship between the length of session and dropout.

Tuition charged. As to the tuition charged, three studies were conducted. Two were tested. One of the tested studies showed some relationship and the other tested study showed no relationship. The third study (non-tested) indi-

cated no relationship between tuition charged and dropout.

Counseling. Six studies reported findings relating to counseling. Only one was tested for statistical significance. All six indicated some relationship between dropout and counseling.

Student load. Relationships between dropout and student load were reported in three studies. Two were tested. Two showed some relationship and one showed no relationship. The report indicated that one of the tested studies showed no relationship. The other tested study did not indicate whether there was some relationship or no relationship between student load and dropout.

Kind of courses. Five studies reported findings as to kind of courses. One was tested. All five studies indicated some relationship between the kind of courses and dropout.

Instructional

Teacher training. Two studies reported findings about teacher training. One was tested. Both studies indicated no relationship between teacher training and dropout.

Teaching experience. Three studies were conducted as to teaching experience. One was tested. All three studies

showed no relationship to dropout.

Teacher rating. Two studies were conducted concerning teacher rating, with one being tested. Both showed some relationship to dropout.

Changing teachers. As to the aspect of changing teachers, one study reported. The study showed some relationship but was not tested.

Student satisfaction. Three studies were reported as to student satisfaction. One of the three was tested. The two studies not tested showed some relationship. The tested study showed no relationship between dropout and student satisfaction.

Teacher performance. One study was conducted and tested concerning teacher performance. The researcher found one aspect of teacher behavior related to dropout and nine not related.

Discussion activity. Two studies were reported relating to discussion activity. Both were tested. One showed no relationship and the other showed some relationship between discussion activity and dropout.¹

Fourteen studies were conducted reporting reasons for

¹
Ibid.

discontinuing with no particular aspect of dropout under study.

II. LITERATURE ON NON-INSTITUTIONAL FACTORS AFFECTING DROPOUT AND IRREGULAR ATTENDANCE

Very few published reports are available showing students' reasons for dropping out, which is the main concern of this study.

Verner and Davis reported in their review two non-institutional factors. The first was distance from school. Two studies reported findings and both were tested. No relationship was established. The second was the mode of transportation used. Two studies reported findings and one of the two was tested. Both studies indicated some relationship to dropout.¹

In Love's report, of the twelve major reasons for adult dropout, those relating to non-institutional factors included: illness, scholastic difficulties, home responsibilities, business or military reasons, leaving town, financial difficulty, and student inactivity.²

In conclusion, it can be seen that little research has actually been conducted concerning one of the big problem areas of education--adult dropouts. Studies have iden-

¹Ibid., p. 174.

²Love, op. cit., p. 228.

tified personal characteristics which differentiate between dropouts and those who continue. These include social-economic and psycho-social factors. Other studies have identified situational factors as causes for dropout. These include the institutional factors such as course length, subject matter, frequency of meeting, counseling services, and others. Also non-institutional factors, such as distance from class, financial difficulties, home responsibilities, and others have shown a relationship to dropout. However, more studies need to be conducted regarding the "why" of dropouts rather than just "who" and "what" they are.

The "why" of dropouts in the pre-clerical classes is of great importance for the continuance and improvement of the program. With this in mind, the method used to determine the "why" is elaborated in Chapter III.

CHAPTER III

METHODS OF THE STUDY

The main objective of the study was find students' reasons for dropping out. With this purpose in mind, the following methods of study were developed and followed:

Selection of study group. The pre-clerical classes did not have a specified beginning and ending date. Classes ran continuously throughout the year 1968, allowing interested students to enroll at will. This procedure did not afford the opportunity to survey a specified group and created a hodgepodge of record keeping. As an instructor in one of the centers, the teacher knew that a class, started one month, might consist of different students the following month. With this student turnover in mind, it was considered wise to poll students who enrolled during the latter part of 1968, as mobility is high among the subject group.

Therefore, all students who enrolled during the months of October, November, and December, 1968, were surveyed. Attendance was very irregular during those three months and dropout was exceptionally high.

The Des Moines Area Community College furnished the investigator with a list of 174 students with their names, addresses, and telephone numbers. The list was composed of

students attending the various centers throughout Des Moines and West Des Moines. One student from Earlham, Iowa, attended.

Method of survey. The survey list consisted of 174 students. Consequently, a questionnaire seemed the most efficient method of obtaining the desired results.

Preparation of questionnaire. Two objectives were foremost in mind in the preparation of the questionnaire. One objective was to obtain an "open" response to the questions. The other objective was to have the students return the questionnaire. Attached to the questionnaire was a letter of explanation regarding the purpose for the questionnaire.¹ In an attempt to receive an "open" response to the questions, the attached letter of explanation contained an appeal to the effect that if students were dissatisfied with the current program their suggestions and criticisms, if any, would help to make the program worthwhile. Since the objective of the centers was to help them work together, decide together, and to plan together for their betterment, it was hoped that this approach would elicit "open" responses.

The second objective was to have the students return

¹Appendix A.

the questionnaire. An appeal was made in the attached letter that even if students found the pre-clerical program not to be their occupational choice, they would benefit directly those who wanted such a program. Indirectly they would benefit themselves by returning the questionnaire. By offering their suggestions for improvements or by placing their stamp of approval on the way in which the program was being conducted, they might insure the continuance of this program and similar programs. An appeal to the effect that they would be helping their friends, neighbors, and their opportunity center, would enhance the possibilities of returning the questionnaire.

Structure of questionnaire. In order to make the questionnaire as personal as possible, questions were directed at the individual. To make the questions easy to answer, a check in a "yes" or "no" column was used for eight questions. Four other questions required different possible responses. In order to facilitate the answering of those questions, short lists of possible responses were enumerated with blank lines available at the bottom of the lists for "write in responses." Students were encouraged to write possible suggestions or comments in order to facilitate "open" responses to the questions. In the lists, students had only to check responses which applied to them. Simplic-

ity of structure and clearness of questions was sought in the construction of the questionnaire.

Content of questionnaire. A copy of the questionnaire appears as Appendix C.

Validation of questionnaire. To validate the questionnaire, it was presented for review and comment to a high school equivalency class conducted at the Woodland Opportunity Center. There were six students in attendance. The purpose of the questionnaire was explained to the students and then the students read the questionnaire. All students indicated that they understood the purpose and could read and answer the questions, if submitted to them.

A copy of the questionnaire was also submitted to the night supervisor of the opportunity center for her review and comments. She thought the questionnaire readable, understandable, and worthwhile.

Presentation of questionnaire to pre-clerical students. The questionnaire was mailed. A stamped, self-addressed envelope was enclosed for the return of the questionnaire. Students were not required to identify themselves; however, the questionnaire was numbered so that students not responding could easily be determined for future contact. A light pencil mark was placed at the bottom of

the back side of the last page.

Approximately one and one-half weeks later, the investigator telephoned those students not responding, requesting that they submit their questionnaire. At a later date, a second copy of the questionnaire was mailed, along with another self-addressed envelope, to those not yet responding.¹

Of the 174 questionnaires mailed out, ninety-seven returned the questionnaire. Twenty-two students had moved. The original letter was returned by the post-office indicating either the letter was "unclaimed" or that no forwarding address had been listed. Fifty-five students did not respond.

The questionnaire return was 55.7 per cent. Thus, a favorable response was received and furnished some worthwhile criteria from which to evaluate the pre-clerical program.

As previously stated, a copy of the questionnaire is found in Appendix C. Chapter IV presents the data derived from the questionnaire.

¹Appendix B.

CHAPTER IV

FINDINGS

The purpose of this study was to determine the reasons why students dropped out of the pre-clerical program and to discover any program weaknesses that might exist. A three-page questionnaire was submitted to the students to acquire this information. A copy of the questionnaire is attached as Appendix C.

The following findings represent 55.7 per cent of the students surveyed; 31.7 per cent did not respond to either the questionnaire or the telephone call. Another 12.6 per cent had moved and could not be reached for information regarding the pre-clerical program.

The tables of this study will classify into percentages the "yes" and "no" responses indicated on the returned questionnaires. Percentages obtained will afford a means for evaluating the pre-clerical program. In Chapter V, a summary of the findings will be found.

Data concerning questions that are answerable "yes" or "no" are presented in Tables I and V. Percentages in these tables will be based on ninety-seven, the number of questionnaires returned. In some cases, students did not respond to all questions. The percentage not responding to a particular question under consideration will be indicated

under the unanswered column.

Data concerning questions that are answerable by selection of a certain response or by write-in responses are presented in Tables II, III, IV, and VI. These tables do not bear percentages, but the number of responses by the students. Such tables are compiled in order of decreasing frequency of the responses.

Table I shows that the majority, 89.7 per cent, of the respondents reported the pre-clerical classes as worthwhile, but 66 per cent did not feel the classes helped them get employment. Of the minority who indicated the classes had helped them get jobs, the employment was usually of a clerical nature. Of all respondents, less than one-fifth, 18.6 per cent, were attending school when the classes were discontinued.

The data with regard to why the students discontinued the classes are presented in Table II. Seventy-nine students indicated they were no longer attending classes, however, 97 responses as to the reason for discontinuing class were given. Some students gave more than one reason for nonattendance.

Four common reasons for nonattendance at the pre-clerical classes were: loss of babysitter, illness, securing of employment, and transportation difficulties, with 14, 13, 11, and 10 responses, respectively. The remaining

TABLE I

OPINIONS AS TO WORTHWHILENESS OF THE PRE-CLERICAL
CLASSES, BY LATE 1968 ENROLLEES, NEIGHBORHOOD
CENTERS, DES MOINES, IOWA

Question asked	Number Responding to Question	Percentage yes	Percentage no	Percentage unanswered
1. Do you feel the pre-clerical classes were worthwhile?	91	89.7	4.1	6.2
2. Did the classes help you acquire a job?	85	21.6	66.0	12.4
3. If so, was the job a clerical job?	21	85.7	14.3	0.0
4. Were you attending classes at the time the pre-clerical classes were discontinued?	97	18.6	81.4	0.0

responses were individual in nature, appearing only sparingly as causes.

As noted previously, Table I indicated the majority of students felt the classes were worthwhile. Only 21 students indicated that the classes helped them attain a job, but the majority of students suggested they had quit the class before attaining the necessary skills.¹ Various

¹supra, p. 28.

TABLE II

REASONS FOR NONATTENDANCE AT THE PRE-CLERICAL CLASSES,
AS STATED BY LATE 1968 ENROLLEES, NEIGHBORHOOD
CENTERS, DES MOINES, IOWA

Question asked	Reasons for quitting	Number of responses
If you stopped attending classes, which of the following was the reason why?	I lost my babysitter and had no one to look after my children	14
	I became ill and didn't feel like coming to classes	13
	Began work	11
	I no longer had a ride to school	10
	Class changed location and was too far from home	5
	Enrolled in Des Moines Area Community College	4
	Someone in my family became ill, and I couldn't leave him at night	3
	Fingers not agile enough	3
	The classes were too hard	2
	I didn't like the classes and couldn't see how they were going to help me	2
	Car trouble	2
	Problems at home	2
	Weather too cold	1
	Moved to west side of town	1

TABLE II (continued)

Question asked	Reasons for quitting	Number of responses
	Afraid to drive at night and day not practical	1
	See no progress after change of teachers	1
	Too nervous	1
	Busy with daughter's wedding	1
	Elected officer in Neighborhood group and it met the same night	1
	Too much homework in final year in high school	1
	As a beginner, too many were ahead of me, and I couldn't compete	1
	Busy with high school equivalency	1
	They didn't have enough typewriters at the time	1
	Had to pick up my sister at work and time interfered	1
	Went to Rehabilitation Center and within three weeks, placed with their State Financial Office	1
	Was going to attend regular high school, but didn't	1
	Deaf	1

TABLE II (continued)

Question asked	Reasons for quitting	Number of responses
	Had no money to fix car and be started on cold days	1
	Advised classes would be too hard for me (6th grade education) so took job as cook	1
	Am disabled--want to further education, but didn't feel I could here	1
	Felt classes were mostly practice and I could do that at home	1
	Busy with T. V. Sales and Service	1
	Five hours a day of practicing typing (little instruction) is too much! Not varied enough	1
	Class just gradually failed to hold interest	1
	No one there but me, and I felt out of place and left	1
	I attained speed of 40 wpm and entered C. E. P. training and am now employed	1
	Pregnancy	1
	Death of father--moved closer to mother	1
Total number of responses		97

reasons were listed showing why they terminated. As to whether students felt completion of the class would have prepared them for employment, the following responses were given:

<u>Number responding</u>	<u>Percentage yes</u>	<u>Percentage no</u>	<u>Percentage unanswered</u>
81	71.1	12.4	14.4

The percentages above total only 97.9 per cent. Two students responded that the class partially prepared them for employment. In other words, 2.1 per cent felt the class did help but more training was needed. However, the percentages show that in the eyes of most students, classes were accomplishing their desired objective--preparation for some type of clerical employment.

Table III gives the responses received from the students stating how they felt the classes could be improved to better prepare them for employment. The investigator listed some possibilities in the questionnaire, but also left blank space for write-in responses. Table III shows that the surveyed students indicated class structure was a problem in the pre-clerical program. Of the 79 responses made, a number of students desired a beginning and ending date for classes, in which a common subject would be taught. There was concern regarding employment after successful completion of the class; 17 students desiring a certificate of atten-

dance. The provision of transportation in extreme situations seemed important to 12 students. Again there were numerous responses of an individual nature.

TABLE III

WAYS IN WHICH THE PRE-CLERICAL CLASSES WOULD BETTER PREPARE FOR CLERICAL EMPLOYMENT, AS STATED BY LATE 1968 ENROLLEES, NEIGHBORHOOD CENTERS, DES MOINES, IOWA

Question Asked	Suggestions	Number desiring specified improvement
What would have better prepared you for clerical employment?	Each class should have a definite beginning and ending date	18
	Give each student a certificate of attendance showing what each student accomplished in order to show future employers	17
	Each class should be limited to one subject with all students working on the same things	13
	Provide transportation in extreme cases	12
	Improve the opportunities for job interviews for students who successfully complete the course	10
	Provide care for children	2
	Offer subjects other than typing	1
	Divide beginners from advanced	1

TABLE III (continued)

Question Asked	Suggestions	Number desiring specified improvement
	Give more individual help in mathematics	1
	More interest on part of the teacher	1
	Have more practice material used in any office	1
	Work on weak subjects rather than equal time on each	1
	Classes could not have been better--loved it	1
Total		79

Question eight on the questionnaire read: "Did you find the classes helpful to you personally?" This question was structured to give insight into the individual's personal feelings regarding the pre-clerical classes rather than judging the program as a whole. As to whether the classes helped the student personally, the following was reported:

<u>Number responding</u>	<u>Percentage yes</u>	<u>Percentage no</u>	<u>Percentage unanswered</u>
84	80	7	13

The above tabular presentation shows that 80 per cent

of the respondents found the classes helpful on an individual basis. In reference to Table I, 89.7 per cent of the responding students felt the classes were worthwhile. The remarkable similarity of percentages indicates a high level of interest in the pre-clerical program by those students responding to the questionnaire.

The questionnaire also afforded the students an opportunity to express their feelings on how class structure and the learning situation could be improved to help them personally. Six ideas were presented as possibilities with a seventh line available for additional comment. Table IV shows that again there were numerous individual suggestions for improvement of the pre-clerical classes. Noticeably, however, students' comments emphasized the importance of the instructor. Their responses indicate an instructor should give considerable individualized instruction, as 29 requested help. Along with desiring more individual help, the most numerous mentioned suggestions included: 29 requested more checking of papers by the teacher to enable the student to see actual mistakes; 19 requested more testing to determine progress; and 10 requested the assigning of more homework.

TABLE IV

SUGGESTIONS FOR IMPROVING THE PRE-CLERICAL CLASSES TO HELP
STUDENTS PERSONALLY, AS STATED BY LATE 1968 ENROLLEES,
NEIGHBORHOOD CENTERS, DES MOINES, IOWA

Question asked	Suggestions	Number desiring specified improvement
How do you think the classes could be improved to help you personally?	Give me more individual instructions and help	29
	Have the teacher check more of our papers and show us where we are making mis- takes	29
	Test us more so that we can see how we are doing	19
	Assign me more homework	10
	I find the classwork too easy. It is boring. Assign more work and go faster	5
	I find the classwork too hard. Slow down	2
	Make the teacher keep his or her school classroom work at home and devote more time to night school	1
	I feel it is mostly practice which you do by yourself with an instructor available if you had a question	1
	Too much noise in the room	1
	Teachers should take an inter- est in all pupils alike--show no favoritism	1

TABLE IV (continued)

Question asked	Suggestions	Number desiring specified improvement
	Give grades	1
	Satisfied as they were--it was just my health	1
	Have a beginner's class, so can work on the same thing	1
	I found the work boring because I had already had this and it seemed a waste of time	1
	Would like to have a foreign language taught	1
	I'm not going to answer this question because I'm not going to classes anymore	1
	Home correspondence--I am from France, and feel silly asking the teacher for extra help--I am not a teenager any- more	1
	I was placed in wrong class-- teacher shouldn't assume I knew more than I did	1
	Noise of other machines con- fused me--thought others were doing better than me	1
	Teacher should have time to give individual help and advice where needed	1
	Let each student work at his own level and not compete	1
	Would have helped if I had stayed longer than I did	1

TABLE IV (continued)

Question asked	Suggestions	Number desiring specified improvement
	Know a subject well before going on	1
	I have no complaints to make--our teacher was just wonderful. My regret is I wasn't able to finish under her	1
	Very happy with my instructor and her methods. Gave me confidence in myself	1
	A person gets out of a class about what he puts into it	1
	Expose us to some office machines used even in small offices	1
	Stay on one lesson until we get it right	1
	Fine the way they were	1
	She was a very good teacher-- class was fine the way it was; just needed more students	1
	Teacher was very willing to help me	1
	I benefited all the time there	1
	Think classes are wonderful	1
	Please, please don't let this project be lost	1
Total		122

One purpose of the questionnaire was to determine whether future classes would be desirable. If so, the preceding comments shown in Table IV would provide a basis for re-evaluating and changing, if necessary, the pre-clerical program. The data regarding the feasibility of continuing the pre-clerical program are presented in Table V. Ninety and seven tenths per cent wished to see the classes continued. Of the 97 students returning the questionnaire, none indicated they did not want the classes continued. Although 90.7 per cent wished the classes would continue, only 68 per cent said they would enroll. This is a difference of 22.7 per cent. Two students replied "maybe" to the question of re-enrolling, accounting for the missing 2.1 per cent in the last question in Table V.

TABLE V

STUDENTS' DESIRE TO HAVE PRE-CLERICAL CLASSES CONTINUED
AND RE-ENROLLMENT INTENTIONS, BY LATE 1968 ENROLLEES
NEIGHBORHOOD CENTERS, DES MOINES, IOWA

Question asked	Number responding to question	Percentage yes	Percentage no	Percentage unanswered
Would you like to see the pre-clerical classes continued?	88	90.7	0.0	9.3
Would you enroll in another class if your subjects were offered?	81	68.0	13.4	16.5

In order to improve the pre-clerical program, students were given an opportunity in the questionnaire to state the subjects they would like to have taught. Table VI shows their preference of subjects. The most numerous mentioned subject was Typing with 69 responses. Classes receiving high responses were also: Filing, 51; Bookkeeping, 47; Spelling, 42; Shorthand, 39; Business English, 38; and Business Mathematics, 36. Nine other subjects were mentioned as possible classes.

TABLE VI

SUBJECTS DESIRED TAUGHT IN THE PRE-CLERICAL CLASSES,
BY LATE 1968 ENROLLEES, NEIGHBORHOOD CENTERS,
DES MOINES, IOWA

Question asked	Suggestions	Number desiring subject
What subjects would you like to have taught in the pre- clerical program?	Typing	69
	Filing	51
	Bookkeeping	47
	Spelling	42
	Shorthand	39
	Business English	38
	Business Mathematics	36
	Office Machines	8
	Personality Conduct	3
	Charm and Beauty	2
	Budgeting	1
	Grammar	1
	Electronics	1
	Computer	1
	Telephone Switchboard	1
	Key Punch	1
	Handwriting	1

Findings have been recorded as students indicated. The write-in responses were frequently used. A summary of the findings and indications are presented in the following chapter. Chapter V will summarize students' reasons for dropout and whether or not dropouts were caused by program weakness or by individual situations unrelated to the educational program. Recommendations for program improvement will follow conclusions in Chapter V.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to determine the reasons why students dropped out before completion of the pre-clerical course and to discover any program weaknesses that might exist. Reasons for dropout will be discussed followed by recommendations for the pre-clerical program.

The pre-clerical classes did not have a specified beginning and ending date. Classes ran continuously throughout the year 1968, allowing interested students to enroll at will. With student turnover high, it was considered wise to poll students who enrolled during the latter part of 1968, as mobility is high among the subject group.

Students who enrolled during the months of October, November, and December, 1968, were surveyed.

The Des Moines Area Community College furnished a list of 174 students with their names, addresses, and telephone numbers. Since the survey list consisted of 174 students, a questionnaire seemed the most efficient method of obtaining the desired results.

In development of the questionnaire, two objectives were foremost in mind. One objective was to obtain an "open" response to the questions, and the other objective was to have the students return the questionnaire. In order

to make the questionnaire as personal as possible, questions were directed at the individual. Simplicity of structure and clearness of questions was sought in the construction of the questionnaire.

To validate the questionnaire, it was presented to a high school equivalency class and night supervisor at the Woodland Opportunity Center.

The questionnaire was mailed. A stamped, self-addressed envelope was enclosed for the return of the questionnaire. Each questionnaire was numbered so that students not responding could easily be determined for future contacts.

Approximately one and one-half weeks later, the investigator telephoned those students not responding to the mailed questionnaire. At a later date, a second copy of the questionnaire was mailed, along with another self-addressed envelope, to those not yet responding.

I. SUMMARY OF FINDINGS

Pre-clerical classes were established in neighborhood opportunity centers to enable students without saleable skills or knowledges to learn an employable skill. The high rate of dropout and nonattendance threatened the continuance of the program. The summary of findings are placed into three categories. Category one summarizes the desirability

of the pre-clerical program. Category two includes the extent of dropout. Finally, category three shows the reasons for dropout. Reasons for dropout are the situational factors and are classified as institutional and non-institutional. Institutional factors are related to program weaknesses, and non-institutional factors are unrelated to the program as causes for dropout.

Desirability of the pre-clerical program. A fundamental concern for the continuance of a program is whether or not enough students desire a particular program. Questions were included in the questionnaire to determine the feasibility of having pre-clerical classes. Four questions were considered. They are as follows:

1. Do you feel the pre-clerical classes were worthwhile?
2. Did you find the classes helpful to you personally?
3. Would you like to see the pre-clerical classes continued?
4. Would you enroll in another class if your subjects were offered?

Questionnaires were sent to 174 students. This number represented approximately 25 per cent of all students enrolled in the pre-clerical classes from their beginning to the conclusion of this study. Ninety-seven students

returned the questionnaire; seventy-seven did not. These seventy-seven represent both those students who had moved and those who did not respond for reasons unknown. Of the ninety-seven returning questionnaires, eighty-seven students indicated they felt the pre-clerical classes were worthwhile. This would indicate that 50 per cent of the 174 students who were mailed questionnaires considered the pre-clerical classes worthwhile. The other 50 per cent represent those who did not return the questionnaire for reasons unknown; those who moved and did not receive the questionnaire; those who returned the questionnaire indicating the classes were not worthwhile; and those who returned the questionnaire but did not respond to the question. Of the 174 questionnaires mailed, only four (2.3 per cent) students definitely indicated that the classes were not worthwhile.

In response to the question concerning whether the students considered the classes helpful personally, seventy-seven responding students indicated "yes." This indicated that of the 174 who were sent questionnaires 44.3 per cent found the classes personally helpful. Within the other 55.7 per cent were those who did not return questionnaires, and those who did not answer the question. Only seven students (approximately 4 per cent) answered "no" to the question.

Responses to the question as to whether the students would like to see the classes continued, showed eighty-eight

students answering "yes." Based upon 174 questions, 50.5 per cent said they would like to see a continuation of the program. No students answered "no" to the question.

The last question asked was: Would you take another class if your subjects were offered? Twenty-two answered "yes." Thirteen answered "no." Two answered "maybe," and sixteen left the question unanswered. The remaining seventy-seven were those not returning the questionnaire.

One questionnaire inquiry asked students what subjects they would like to have offered, if the classes were reopened. Following are the choices which received ten or more responses. They are listed in order of preference followed by the number of responses. Some students indicated more than one choice.

Typing.....	10
Filing.....	10
Bookkeeping.....	10
Spelling.....	10
Shorthand.....	10
Business English.....	10
Business Math.....	10

Extent of dropout. Of the 174 questioned, only eighteen students were attending classes

the program was discontinued. This means that only 11.5 per cent of all students surveyed considered themselves active participating students after three months of instruction. The other 88.5 per cent included those who answered "no, they were not attending;" those who did not receive the questionnaire; and those who did not return the questionnaire. As the findings indicate, a very high percentage no longer attended the classes. Reasons for non-attendance and dropout follow. As previously noted, reasons for dropout and non-attendance are classified as program related or unrelated.

Situational factors as causes for dropout. The purpose of the pre-clerical classes was to prepare students for clerical employment of some type. Twenty-one (approximately 12.1 per cent) said the classes helped them acquire a job. Eighteen of those twenty-one acquired jobs of a clerical nature. The next question asked whether students were still attending classes. As previously stated, only eighteen said "yes." However, sixty-nine responding students indicated that if they had continued instruction, the classes would have prepared them for clerical employment. Only twelve students indicated the classes would not have helped.

Ninety-seven reasons for dropout were submitted by the students. Ninety-seven questionnaires were returned and ninety-seven reasons for dropout were given. Seventy-nine

students had dropped out; however, some students specified more than one reason.

Some responses held both institutional and non-institutional connotations. Of the ninety-seven reasons given, most were non-institutional and of an individual nature. Seventeen reasons listed personal or family illness as cause for dropout. Fourteen students attributed loss of babysitter as cause. Transportation presented a problem for ten students.

Other non-institutional causes for dropout receiving more than one or two responses were: gaining of employment, conflicting outside interests, and change of residence. The remaining causes were individual in nature and were listed only once or twice.

Institutional causes for dropout were fewer in number and commonalities were few. Individual inadequacies and teacher relatedness to students appeared to have some importance as causes for dropout.

Although students' reasons for dropout appeared to be mostly personal and not institutionally related, student suggestions for program improvement drew heavy response. Sixteen felt classes should have a definite beginning and ending date. Fifteen students desired a certificate of attendance. Ten wanted the class limited to one subject only. Ten desired transportation, and nine wanted improved

job placement. Only two mentioned the need for babysitting facilities.

When asked how classes could be improved to help students individually, 122 responses were received. The three responses most often given were: individualized instruction, teacher-student relationships, and methods of teaching.

Students indicated primarily personal reasons for dropout. However, the 122 suggestions for improvement denotes that institutional reasons for dropout might exist in larger numbers than stated. Conclusions and recommendations which follow will consider the problem further.

II. CONCLUSIONS AND RECOMMENDATIONS

Conclusions. A high rate of mobility seems to exist among the subjects. Of the ninety-seven questionnaires returned, seven were from students who had moved. From the original 174 questionnaires mailed, twenty-two were returned by the Post Office as unclaimed. The former students had moved leaving no forwarding address. A total of twenty-nine students out of 174 had moved in a three-month period. This constituted approximately 17 per cent of the total student enrollment. Since classes were established in the areas where subjects lived, nothing could be done regarding this aspect of dropout.

Fifty-five students did not respond to the questionnaire but were still living at the address originally given the school. It would be assumed that these fifty-five out of 174 found the pre-clerical classes unsuited to their vocational pursuit.

However, ninety-seven students did return the questionnaire. These ninety-seven did indicate some interest. The level of interest ranged from "I'm not going to answer this question, because I'm not going to classes anymore" to "I feel that the pre-clerical training is a wonderful thing. So many times when the government starts something good, they chicken out on it. I am an ADC Mother, and I am thankful for the opportunity for a better education (Area XI) which I would not have gotten if not for the pre-clerical course I started in. I think also that we need teachers in the project with a special understanding of the type of people who attend these classes. If you get the wrong teachers the results would be bad. I am proud of my instructor and will always be thankful to her for the confidence she gave me. Please, please, don't let this program be lost. I can tell by your letter that you care about 'Us' also."

These ninety-seven responding students were very candid in their remarks, and these ninety-seven returned questionnaires should be strongly considered in evaluating the

pre-clerical program.

In answering the question as to why they dropped out of the classes, most students seemed to respond with a non-institutional factor, when actually they may have been dissatisfied with an institutional aspect of the program. This inference is made because when the students were asked how the class could be improved to help them learn better individually, 122 possibilities were suggested. Reasons given for dropout seemed to be mostly unrelated to the program, but the 122 responses to instruction improvement indicated that the students, as a whole, were not completely satisfied with the way classes were structured or conducted.

Ways in which class structure could be improved according to student responses are:

1. Do not have classes run continuously. Set a definite beginning and ending date for each class session.
2. Award students certificates of attendance for successful completion.
3. Limit class instruction to one subject only.
4. Provide means of transportation for those who have none.
5. Improve job placement for those who successfully complete the course.

When asked how classes could be improved to help the

individual student, three areas of concern seemed to draw heavy response. First, there was a suggestion of individualized instruction. Students seemed to feel that they should be instructed to progress at their own level of achievement with more individualized help. Second, students seemed highly concerned as to the amount of attention the teacher gave them and his attitude concerning them. Third, the manner of teaching concerned students. Several seemed to think that the teacher gave them a typewriter, book supplies, and a place for learning mostly by themselves. The students seemed to indicate they wanted the teacher to participate more in the learning process, not just to be there to answer questions when asked. They wanted more instruction, correcting of mistakes, testing, and reviewing.

It must be acknowledged that many of the reasons for dropout and nonattendance were personal in nature; a factor which the program cannot alleviate. But the foregoing student recommendations do deserve consideration.

Recommendations. A high enough percentage of favorable response exists for the continuation of the pre-clerical program. However, classes should be started only if a sufficient number of students would enroll at any particular center. Classes should not exist for the sake of the class. One or two students are not an economically

feasible class size, conducive to good learning. Before a class begins, ten or more students should enroll with the knowledge that classes would automatically be discontinued if enrollment drops below seven, and that good attendance must be maintained. This recommendation results from the fact that a complete educational program does not exist in the centers with counseling facilities available, screening for aptitudes, testing, and program placement. Students enroll in the pre-clerical classes out of interest and desire only. They may find after two or three sessions that typing and bookkeeping are not for them. When these students drop out, others, not knowing why, find the learning atmosphere deteriorating. Poor attendance and a high dropout rate affect adversely the learning of attending students.

Secondly, classes should have a definite beginning and ending date. Goals to reach are helpful psychologically even though a goal in mind might only be for completion. Not knowing the termination date of classes could cause poor attendance. Students, knowing that classes will be held week after week, might skip one night, knowing that the next session will still be held. Students, knowing that classes are limited in time and that completion is possible, might tend to have better attendance and a lower rate of dropout.

The review of literature indicated that a class of

ten or fewer sessions had the greatest holding power. Therefore, it is recommended that classes not exceed a ten-week period.

Third, students should receive some type of certificate of accomplishment. Some students might scoff, but the tangible reward does mean something to most. A great many students have rarely succeeded, and a certificate might mean a great deal to them.

Fourth, classes should be limited to one subject only. Too often students working on different subjects have very little in common; therefore, spreading the teacher too thin. Consequently, individual students do not receive enough needed instruction.

Fifth, job placement for students who successfully complete one or more sessions should be improved. Further study is recommended.

The feasibility for providing transportation should be studied.

The areas of job placement, transportation, and baby-sitting might be better fulfilled by the opportunity center. These problems should be made known to them for consideration and action.

Lastly, instructors should be selected carefully. Instructors should be those who not only understand their subject matter well, but those who understand the students.

their problems and goals. An instructor should provide every opportunity for learning, should instruct individually where needed, and show an interest and concern in the students' learning. Students should not be expected to learn by themselves and every effort for good teaching should be practiced.

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APPENDIXES

APPENDIX A

ORIGINAL LETTER MAILED TO STUDENTS

January 17, 1968

At one time, you attended a pre-clerical class at one of the Des Moines Opportunity Centers. As you know, the classes have been discontinued.

It is hoped that one day the classes might be offered again. It is tentatively planned that classes may be resumed on a limited basis at some of the opportunity centers sometime in January, 1969. The classes will be offered by the Greater Opportunities, Inc. and conducted by the Des Moines Area Community College.

It is the desire of all concerned to make the classes successful. Your suggestions and answers to the enclosed questions will help us to reduce the problems which might occur and make your attendance more worthwhile and profitable.

Please feel free to answer the following questions exactly as you understand them and return the questionnaire in the stamped, self-addressed envelope. It is very important that we hear from you right away.

Your cooperation is appreciated and will help us to plan more successfully. It is hoped the answers we receive will benefit you and your friends.

Thank you for your cooperation.

Sincerely yours,

Gary Eyerly, Pre-Clerical
Instructor, Forest Hills
Opportunity Center

APPENDIX B

FOLLOW-UP LETTER MAILED TO STUDENTS

February 18, 1969

About one month ago, I sent out a questionnaire to former students of the pre-clerical classes. The response to the questionnaire was good. Many of the students returned it to me.

However, I missed receiving one from you. I am sending another in hopes that you will return it to me. I feel that your comments are very important to the success of the new pre-clerical classes.

Won't you please take a few minutes to fill out and return the questionnaire to me. I and the pre-clerical students would appreciate it very much.

Thank you.

Sincerely yours,

Gary Eyerly
Instructor, Forest Hills
Opportunity Center

APPENDIX C

PRE-CLERICAL CLASS IMPROVEMENT QUESTIONNAIRE

Your answers to the following questions will help us improve the pre-clerical classes. Please place a check mark in the yes column when your answer to the questions is "yes" and place a check mark in the no column when your answer to the questions is "no."

If the question has several responses, please circle the responses which indicate your feelings. Please feel free to write in any additional responses which you feel should be included.

- | | <u>YES</u> | <u>NO</u> |
|--|------------|-----------|
| 1. Do you feel the pre-clerical classes were worthwhile? | — | — |
| 2. Did the classes help you acquire a job? | — | — |
| 3. If so, was the job a clerical job? | — | — |
| 4. Were you attending classes at the time the pre-clerical classes were stopped? | — | — |
| 5. If you stopped attending classes, which of the following was the reason why? | | |
| A. I no longer had a ride to school. | | |
| B. I started working at nights and couldn't come to class. | | |
| C. I lost my babysitter and had no one to look after my children. | | |
| D. The classes were too hard for me. | | |
| E. I became ill and didn't feel like coming to classes. | | |
| F. I didn't like the classes and couldn't see how they were going to help me. | | |

(APPENDIX C CONTINUED)

- G. Someone in my family became ill, and I couldn't leave him at night.
- H. Other reason why I couldn't attend. Please explain.
6. Do you feel that if you had completed the class, YES NO
it would have prepared you for clerical employment?

7. If your answer to the above question was no, which of the following would have prepared you better? Circle any of the below responses.
- A. Each class should have a definite beginning and ending date.
- B. Give each student a certificate of attendance showing what each student accomplished in order to show future employers.
- C. Each class should be limited to one subject with all students working on the same things.
- D. Provide transportation in extreme situations so that the student can have regular attendance.
- E. Improve the opportunities for job interviews for students who successfully complete the course.
- F. Other (please explain) _____

8. Did you find the classes helpful to you personally? _____
9. How do you think the classes could be improved to help you personally? Please circle.
- A. Give me more individual instructions and help.
- B. Assign me more homework.
- C. I find the classwork too hard. Slow down.
- D. I find the classwork too easy. It is boring. Assign more work and go faster.
- E. Test us more so that we can see how we are doing.
- F. Have the teacher check more of our papers and show us where we are making mistakes.
- G. Other (please explain) _____

(APPENDIX C CONTINUED)

- | | <u>YES</u> | <u>NO</u> |
|---|------------|-----------|
| 10. Would you like to see the pre-clerical classes continued? | — | — |
| 11. Would you enroll in another class if your subjects were offered? | — | — |
| 12. What subjects would you like to have taught in the pre-clerical program? Circle your choices. | | |
| A. Typing | | |
| B. Filing | | |
| C. Shorthand | | |
| D. Bookkeeping | | |
| E. Spelling | | |
| F. Business Math | | |
| G. Business English | | |
| H. Other (specify) _____ | | |